



**CHARLOTTE COUNTY PUBLIC SCHOOLS**

Cultivating 21st Century Globally Competitive Student Leaders

# Comprehensive Plan 2017-2023

Approved by the Charlotte County School Board  
November 14, 2017

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**Statutory Requirement:**

**§22.1-253.13:6. Standard 6. Planning and public involvement, Section B.**

Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The above statute specifies ten areas that must be addressed by the plan. A separate section is devoted to each area in *Charlotte County Public Schools: Comprehensive Plan*.

**Introduction:**

**Charlotte County Public Schools: Comprehensive Plan (2017-2023)** provides goals, objectives, and information pursuant to the above statute.

**Vision:**

Charlotte County Public Schools is dedicated to safety, service, and student success! This vision is measured by goals and objectives in school safety, student outcomes, teacher effectiveness, and service and facility efficiency.

**Mission:**

Charlotte County Public Schools' mission is to cultivate "21<sup>st</sup> Century-ready" students, faculty, and staff with a passion for life-long learning.

**§22.1-253.13:6. Standard 6. Planning and Public Involvement, Section B.**  
**Sections (i) through (x)**

**Section (i): The objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement.**

*Goal: Charlotte County Public Schools will provide a comprehensive instructional program that adequately prepares students with skills needed to compete and be successful in a global society.*

Objectives:

- Human Resources
  - Charlotte County Public Schools will improve recruitment and retention of teachers, administrators, and classified staff.
  - Charlotte County Public Schools will improve teacher, administrator, and classified staff performance.
  - Charlotte County Public Schools will build local capacity to provide professional development support for teachers, administrators, and classified staff.
- Curriculum/Readiness
  - Charlotte County Public Schools will provide the needed professional development to assure that a fully aligned curriculum is developed, implemented, and evaluated. The written, taught, and assessed curriculum will be monitored for alignment for content and cognitive demand through Curriculum Resource Guides, common assessments, and classroom observations.
  - Charlotte County Public Schools' students will demonstrate college and career readiness as evidenced by multiple assessments implemented at the national, state and local levels.
- Assessment
  - Charlotte County Public Schools will use multiple, authentic and assessments also measure student growth and achievement.
  - Charlotte County Public Schools will identify and utilize a variety of balanced assessments including but not limited to: the Virginia Standards of Learning; the College and Work Readiness Assessment (CWRA); performance based assessments; summative and formative assessments.
- Instructional Delivery
  - Charlotte County Public Schools' teachers will provide instructional delivery models supported by evidence-based research flexible enough to accommodate diverse learners and broad enough to maximize students' learning styles.
  - Charlotte County Public Schools' teachers' and school leaders' knowledge and practice of evidence-based high yield strategies in classrooms will be enhanced through high-quality professional development experiences.
  - Charlotte County Public Schools' leaders will design effective learning schedules to improve student and teacher performance, and improve the use of time through a more flexible school schedule.
  - Charlotte County Public Schools will expand the existing Program of Study to include internationally recognized programs and curricula that increase academic rigor and global competition.

**Section (ii): An assessment of the extent to which these objectives are being achieved.**

- By November 1 of each odd numbered year, the Charlotte County School Board will review the goals of the **Comprehensive Plan**, assessing the extent to which each objective has been achieved.
- Each school year, administrative goals are reviewed by the Charlotte County School Board with documentation of the status of achievement.
- Each school submits a **School Improvement Plan** annually; these are used to assess progress and update goals/objectives for the **Comprehensive Plan (2017-2023)**

**Section (iii): A forecast of enrollment changes.**

Student enrollment in Charlotte County Public Schools has declined over the past years. Fall membership enrollment has declined from 2,034 in 2010 to 1,823 in 2016. (10% decrease). The largest decrease in enrollment occurred with the closure of major industries during 2000-2010, causing many families to relocate. Since Fall of 2014, enrollment has decreased by 5%; current enrollment is 1,785.

**Section (iv): A Plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations.**

Goal: Charlotte County Public Schools will develop and maintain an updated comprehensive plan to provide state of the art facilities that support student and community needs and provide equitable educational opportunities for all students and personnel.

Objectives:

- Charlotte County Public Schools will coordinate with the Charlotte County Board of Supervisors to update and maintain facilities, considering the improvements documented in the **6-Year Capital Improvement Plan** and the **Stand Alone Renovation Project. (See Appendix A)**
- Charlotte County Public Schools will evaluate and forecast enrollment changes and make recommendations for managing enrollment predictions to provide for a more comprehensive and effective delivery of instructional services.
- Charlotte County Public Schools will continuously explore alternative funding sources to both maintain and modernize existing facilities.

Goal: Charlotte County Public Schools will continuously evaluate procedures in order to efficiently utilize existing resources while effectively planning for future operational needs.

Objectives:

- Charlotte County Public Schools will annually evaluate existing service contracts.
- Charlotte County Public Schools will maintain and revise, as needed, a long-range capital improvement plan.
- Charlotte County Public Schools will continue planning efforts for cost effective, energy efficient operations in all facilities.
- Charlotte County Public Schools will continuously explore alternative funding sources to supplement and expand local funding ability to support operational needs.

The Charlotte County School Board will continue to review options for facilities updates and improvements in order to develop a facilities plan as requested by the Board of Supervisors.

**Section (v): An evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions.**

Charlotte County Public Schools is involved in a number of regional programs, including:

- The Governor's School of Southside Virginia
- Southside Virginia Technology Consortium
- Southside Regional Governor's School
- Dual Enrollment Articulation Agreements with Southside Virginia Community College
- Virtual Virginia
- Piedmont Regional Alternative School

**Section (vi): A plan for implementing such regional programs and services when appropriate.**

Participation in, and implementation of, regional programs is evaluated through the Region 8 Superintendent's Advisory Committee, the Superintendent and instructional administrators in Charlotte County Public Schools and instructional leaders of the cooperating schools/agencies.

**Section (vii): A technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education.**

Goal: Charlotte County Public Schools will upgrade, update and expand technology integration in order to align instruction with the demands of a 21<sup>st</sup> Century global workforce.

Objectives:

- Charlotte County Public Schools will evaluate and expand the effective integration of appropriate technologies to support 21<sup>st</sup> Century teaching and learning in all classrooms.
- Charlotte County Public Schools will provide professional growth and staff development opportunities that will expose teachers to effective strategies and tools that will support integrating technology into daily instruction.

**2015-17 Addendum to Charlotte County Technology Plan** (Appendix B) was approved by the Charlotte County School Board on September 12, 2017.

**Section (viii): An assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan.**

Community and parent participation in assessing needs and developing plans are evident in the membership of formal partnerships, including the Charlotte County Chamber of Commerce/Business Partnership, the Federal Programs/Early Learning Center Advisory Committee, the School Health Advisory Board, and the Exceptional Child Advisory Committee. Public forums are scheduled as needed to discuss proposed changes or needs within the school division. The regular School Board Meeting Agenda includes the opportunity for public comment.

Draft copies of the **Comprehensive Plan** are posted on the division website (<http://www.ccpsk12.org/>) and available at the School Board Office for review and input thirty days prior to final approval by the Charlotte County School Board. A public hearing is also scheduled prior to final approval.

**Section (ix): Any corrective action plan required pursuant to §22.1-253.13:3.**

Currently, Randolph Henry High School, Central Middle School, Eureka Elementary School, and Phenix Elementary School are "Fully Accredited" by the Virginia Board of Education. Bacon District Elementary School met state accreditation benchmarks for Math, Science, and History and increased performance in English in order to qualify as "Partially Accredited: Reconstituted School" status for a second year. Bacon District Elementary School administration and central office representatives are collaborating with the Office of School Improvement in the Virginia Department of Education to develop, implement, and evaluation a Comprehensive Needs Assessment and a Reconstituted Action Plan.

All Charlotte County Schools have currently met the federal accountability benchmarks. Due to continued improvement in Reading/Language Arts student achievement, Bacon District Elementary School no longer is classified as a Focus School (under Every Student Succeeds Act).

**Section (x): A plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.**

*Goal: Charlotte County Public Schools will implement strategies to foster sustainable family-school partnerships.*

Objectives:

- Charlotte County Public Schools will develop measurable procedures and opportunities at the division and school levels for increased teacher/parent contact in order to foster and support student success.

*Goal: Charlotte County Public Schools will increase opportunities to expand and foster partnerships and cooperation with the community.*

Objectives:

- Charlotte County Public Schools will expand and increase business/education partnerships that will ensure alignment with 21<sup>st</sup> Century business needs and the instructional programs of study of the school division.
- Charlotte County Public Schools will expand opportunities to include the extended Charlotte County community in collaborative efforts with the school division that are mutually beneficial.
- Charlotte County Public Schools will expand public relation efforts and recognition to celebrate and inform the extended community of school division accomplishments and successes.

# Appendix A

## 6-Year Capital Improvement Plan 2017-2022 Stand-Alone Renovation Project

Charlotte County Public Schools

**6-Year Capital Improvement Plan**



**2017-2022**



## 2017

| Description of Facilities Improvement  | Estimated Cost |
|--|----------------|
| R-HHS – Kitchen roof replacement   | \$ 39,400      |
| R-HHS – Library roof replacement   | 74,700         |
| R-HHS – Main building slate roof and flashing replacement and repairs                                | 31,500         |
| PHENIX – Install metal caps over existing pre-cast coping  | 24,000         |
| EUREKA – Replace waterworks system booster pump  | 35,000         |
| EUREKA – Replace fire protection emergency generator   | 20,000         |
| CMS – Install refrigerant monitor in mechanical room   | 15,000         |
| BUS GARAGE – Repair lot and pave main entrance, bus shop and facilities area                         | 58,650         |
| ALL LOCATIONS – Repair pot holes in lots and driveway, apply tar and gravel and/or seal to stabilize | 24,150         |
| R-HHS – construct foyer wall at main entrance  | 17,000         |
|  |                |
| Grand Total:   | \$ 339,400     |

Elementary Subtotal: \$ 91,150

Secondary Subtotal: \$ 189,600

## 2018

| Description of Facilities Improvement  | Estimated Cost |
|--|----------------|
| R-HHS – Science wing roof repairs  | \$ 6,000       |
| R-HHS VO-TECH – Repair deteriorated flashing details   | 10,000         |
| BACON – Repair and re-flash existing drains to correct improper installation and install 3 additional drains | 52,800         |
| CMS – Repair metal roof cap and valley details   | 37,800         |
| R-HHS VO-TECH – Classrooms 407, 409 & 411 HVAC upgrades. Controls upgrade on entire building.                | 20,000         |
| R-HHS – Restroom renovations in main building *  | 307,000        |
| R-HHS – Asbestos abatement (rooms 302-308)   | 34,000         |
| ALL LOCATIONS – Paving and lot repairs   | 43,400         |
|  |                |
| Grand Total:   | \$ 511,000     |

Elementary Subtotal: \$ 73,200

Secondary Subtotal: \$ 437,800

\*See Addendum A for Dewberry cost estimate

## 2019

| Description of Facilities Improvement                    | Estimated Cost |
|--|----------------|
| R-HHS – Replace roof over gym and locker room entrance   | \$ 137,000     |
| R-HHS – Replace roof over rear (south) classrooms        | 70,800         |
| R-HHS – Asbestos abatement (rooms 201-208)               | 39,800         |
| ALL LOCATIONS – Paving and lot repairs                   | 39,800         |
| CMS – Upgrade kitchen walk-in refrigeration equipment    | 12,000         |
| EUREKA – Upgrade kitchen walk-in refrigeration equipment | 12,000         |
| CMS – Upgrade wastewater lift station sewer pumps        | 100,000        |
|  |                |
| Grand Total:   | \$ 411,400     |

Elementary Subtotal: \$ 32,000

Secondary Subtotal: \$ 379,400

## 2020

| Description of Facilities Improvement  | Estimated Cost |
|--|----------------|
| R-HHS – Replace roof over band room and science wing                                 | \$ 89,500      |
| CMS – Replace flat roof over gym/lobby/restroom area                                 | 41,500         |
| EUREKA – Repair deteriorated flashing details and wall cap seams to extend roof life | 70,700         |
| R-HHS – Asbestos abatement (rooms 111-116 and 309-312)                               | 36,000         |
| ALL LOCATIONS – Paving and lot repairs   | 61,900         |
| CMS – Replace chiller  | 150,000        |
|  |                |
| Grand Total:   | \$449,600      |

Elementary Subtotal: \$ 101,600

Secondary Subtotal: \$ 348,000

## 2021

| Description of Facilities Improvement                               | Estimated Cost |
|---|----------------|
| R-HHS ANNEX – Repair flashing details to extend roof life           | \$ 12,000      |
| BACON – Adding roof coating to roof system to extend roof life      | 87,500         |
| R-HHS VO-TECH – Replace roof over south classrooms section          | 180,000        |
| CMS – Install HVAC equipment in classroom/locker rooms north of gym | 100,800        |
| EUREKA – Replace domestic hot water heater                          | 15,000         |
| ALL LOCATIONS – Paving and lot repairs                              | 90,800         |
| BACON – Asbestos abatement (rooms 100-108)                          | 42,600         |
|   |                |
| Grand Total:  | \$ 528,700     |

Elementary Subtotal: \$ 190,900

Secondary Subtotal: \$ 337,800

## 2022

| Description of Facilities Improvement                 | Estimated Cost |
|---|----------------|
| R-HHS VO-TECH– Roof replacement over north classrooms | \$ 158,000     |
| R-HHS VO-TECH – Replace roof over shop area           | 214,000        |
| CMS – Install emergency generator                     | 175,000        |
| ALL LOCATIONS – Paving and lot repairs                | 64,300         |
| BACON – Asbestos abatement (rooms 200-207)            | 45,440         |
|   |                |
| Grand Total:  | \$ 656,740     |

Elementary Subtotal: \$ 77,440

Secondary Subtotal: \$ 579,300

**Total Cost of 6-year Plan:        \$2,896,840**

# Charlotte County Public Schools

## Stand-Alone Renovation Project

### Eureka Elementary School Mechanical & Electrical Construction

| <u>Construction Breakdown</u>       | <u>Square Footage</u> | <u>Cost</u> | <u>Total Cost</u>  |
|-------------------------------------|-----------------------|-------------|--------------------|
| HVAC                                | 63,000                | \$ 25 / SF  | \$1,575,000        |
| Electrical                          | 63,000                | \$ 8 / SF   | \$ 504,000         |
| Roof Replacement                    | 63,000                | \$ 10 /SF   | <u>\$ 630,000</u>  |
| Total Construction Cost:            |                       |             | \$2,709,000        |
| Construction Contingency/ A/E Fees: |                       |             | \$ 406,350         |
| <b>Total Project Costs:</b>         |                       |             | <b>\$3,115,350</b> |

*Based on Dewberry estimates*



# Appendix B

2015-17 Addendum: Technology Plan for Charlotte County  
Public Schools

**2015-2017 Addendum  
TECHNOLOGY PLAN FOR  
CHARLOTTE COUNTY PUBLIC SCHOOLS**

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**2015-2017 Addendum  
TECHNOLOGY PLAN FOR  
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## **Acknowledgments**

*The Technology Plan for Charlotte County Public Schools 2015-2017 Addendum* is the result of work by various education and technology professionals. The outstanding contributions and the dedication and development of the plan committee are acknowledged. Their support, encouragement, and assistance were invaluable in the creation of a well-developed, strategic plan for educational technology in Charlotte County Public Schools.

### Technology Plan Committee

- Rodney Hudson, Director of Technology – Chairperson
- Sharon Hall, Director of Instruction
- Sharon Card, Network Administrator
- Claire Locke, Instructional Technology Resource Teacher
- Shelby Walker, Librarian
- Nancy Leonard, Superintendent

### Plan Components:

#### Integration

- Lawrence Randolph, Director of Special Programs

#### Professional Development and Support Programs

- Sharon Hall, Director of Federal Programs

**2015-2017 Addendum  
TECHNOLOGY PLAN FOR  
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**Forward**

The *Two-Year Educational Technology Plan for Charlotte County Public Schools* is a culmination of the efforts of a competent, hardworking team of staff members. It presents a local vision for the use of technology in CCPS' classrooms. The plan also outlines a comprehensive approach to planning for the use of technology division wide that will enhance student academic achievement.

Charlotte County Public Schools continues to lead the state in its use and development of innovative, interactive instructional technology. State SOL scores remain high; four schools are fully accredited; and one school is partially accredited-improving school pass rate. High quality, interactive, multi-media learning environments continue to be utilized to ensure that students develop the necessary skills for success in educational and economic competition. While we are proud of these accomplishments, we must continue to grow in the area of technology so that Charlotte County students are technologically literate and able to use technology tools, not only in school, but to expand and improve their life-long learning.

Charlotte County has emerged as a strong, rural school division due to its dedicated and excellent instructional staff, advanced technology, student achievement and philosophy of putting children first. This fine school system and its successes contradict the stereotypical characteristics that so often are associated with rural education. We are leading the state, and let's keep it that way! Let's continue to challenge ourselves, honoring and respecting our successes, while continuing to strive for that "next level" of excellence. Thank you for your dedication to ensuring that our students are "21<sup>st</sup> Century Ready", and your willingness to use this important plan to improve upon the wonderful foundation we have already achieved in the area of instructional technology.

*Nancy Leonard*  
Superintendent of Schools



**2015-2017 Addendum  
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### **III. Executive Summary**

The Charlotte County School System strives for excellence and prides itself on providing a quality education to students in our division. Technology has been identified as an important component to enhance students' academic achievement. Our mission is to ensure students are technologically literate and will benefit from the impact of effective integration to expand and improve learning so they may develop their full potential and contribute to the changing world in a technology-supported information economy.

The plan recognizes that technology, when used effectively, can be a powerful tool. It is also clear that teachers and students must have access to a foundation level of current technology, training in its effective integration, and both technical and administrative support for the use of technology in their classrooms. A strong infrastructure is critical for access to educational resources and to support integration of educational technology in teaching, learning, and school management. Funding must be adequate to support the goals and objectives of the plan. Along with local and state support through the Web-based SOL Initiative, the division seeks funding through other grants and programs. Our commitment to technology is an essential component of quality education, which forms the basis for the goals and objectives of the plan in five areas: integration, professional development, connectivity, educational applications, and accountability.

The Two-Year Technology Plan 2015-2017 for Charlotte County Public Schools (CCPS) supports the mission to empower every student with the knowledge and skills necessary to meet the challenges of 21st century learning. The plan also provides for an academically challenging, safe, and nurturing environment where all students, parents, and community members are active participants.

The following is a short-term plan for CCPS.

**2015-2017 Addendum  
TECHNOLOGY PLAN FOR  
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**IV. Process**

A. Summary of connections to the division's mission, vision, etc.

- The CCPS technology vision reflects national, state and local priorities on the belief that successful implementation, utilization, and integration of technology in the K-12 environment plays a vital role in the learning process to improve student achievement.
- The school division must ensure that all students, teachers, support staff, and administration are provided opportunities to develop the skills necessary to use technology effectively through state-of-the-art hardware and software, support personnel, and professional development.
- We envision an instructional program, which integrates technology into all aspects of teaching and learning. We expect teachers, administrators, and support staff to use technology seamlessly in planning, curriculum delivery, and assessment. Upon graduation, our students will have the knowledge and skills enabling them to use technology wisely and purposely as productive members in a technological society.
- We must equip all students with 21<sup>st</sup> century skills and provide a contextual, dynamic, and safe environment that is essential to student learning.

# **2015-2017 Addendum TECHNOLOGY PLAN FOR CHARLOTTE COUNTY PUBLIC SCHOOLS**

## **IV. Process**

B. Summary of work of the planning committee and its benchmarks.

### **The Planning Process**

The *Educational Technology Plan for Virginia 2015-2017 (Addendum)* provided the framework to identify the necessary components of an effective technology program. A committee was formed to review and begin developing a plan to benefit from best practices in using educational technology, teaching, and learning environments to enhance student achievement. A comparison of our existing technology plan was assessed and revised with goals and objectives, which were identified in the five areas of the state technology plan. A strategic action plan was developed to meet the goals and objectives. Once finalized, the plan was presented to the School Board for approval.

### **Plan Development and Stakeholders**

This revision of the Charlotte County Public Schools Technology Plan has been developed over the course of the 2017-2018 school year.

### **The Technology Plan Committee Participants:**

- Rodney Hudson, Director of Technology – Chairperson
- Sharon Hall, Director of Instruction
- Sharon Card, Network Administrator
- Claire Locke, Instructional Technology Resource Teacher
- Shelby Walker, Librarian
- Nancy Leonard, Superintendent

### **Other Members of the CCPS Technology Staff**

- Carolyn Hamilton, PowerSchool Administrator

### **School Computer Contacts**

- Betty Pillow, Phenix Elementary
- Linda Griles, Bacon District Elementary
- Brenda Haskins, Eureka Elementary
- Charlene Whitehead, Central Middle School
- Gwen Stone, Randolph-Henry High School

This revision of the Charlotte County Public Schools Technology Plan has been shared with the employees listed above. Finally, the plan has been shared with the Charlotte County School Board for approval.

# **2015-2017 Addendum TECHNOLOGY PLAN FOR CHARLOTTE COUNTY PUBLIC SCHOOLS**

## **IV. Process**

C. Summary of the evaluation process and planned update cycle.

### **Charlotte County Public Schools Software Review Procedures**

#### **Overview**

The review procedure shall define the minimum procedure for performing division-wide and site-based software reviews. Before purchase, a thorough review should be conducted and filed with the instructional technology coordinator using the enclosed forms.

#### **Purpose**

Reviews provide a means for assessing software and online subscriptions for purchase and use in an educational setting. The review process helps to ensure that educational software and online subscriptions meet curriculum goals, long-term technology plans and network requirements. Reviews take the form of written documentation and involve instructional and technical staff.

#### **Site Based Software and Online Resources Review**

This review will be used to inspect new software and online subscriptions for possible purchase.

#### **Review Procedure-Single Copy Purchases**

Schools purchasing single copies should use the Charlotte County Software and Online Subscription Evaluation Form and follow the outlined procedures. Consultation with the Technology Coordinator and Network Administrator should be conducted in order to ensure compliance with technical requirements. Single-copy software purchases are discouraged and should be made only in unusual cases. Teachers should not load any software. Schools are responsible for upgrades and any costs for technical support of single copy purchases. Single copy software may not be installed on multiple computers.

#### **Review Procedure-Multiple Copy, Lab Pack, Site License, and Online Subscription Purchases**

Schools purchasing multiple copies, lab packs or site licenses of software or online subscriptions should use the Charlotte County Software and Online Subscription Evaluation Form and follow the outlined procedures. Consultation with the Technology Coordinator and Network Administrator should be conducted in order to ensure compliance with technical requirements. Teachers are encouraged to contact department heads or subject area supervisors to address curricular issues. The Instructional Technology Coordinator will maintain a record of these reviews.

#### **Review Participants**

Staff or faculty recruited for the review can include a moderator, technology committee members, supervisors, department heads, and target audience teachers. Technical staff such as the Network Administrator should ensure that all technical considerations have been addressed. The moderator is responsible for organizing the review process. They order the software or make arrangements for a preview of the website, arrange installation if needed, and ensure that each review member has access to materials and a review form. The moderator also ensures that software under review is returned on time. The moderator is usually the Instructional Technology Coordinator.

**Procedure for Purchase of Software or Online Subscription  
For Schools or Specialty Areas**

1. Person(s), subject area, or department requesting software review:  

---
2. Location for installation of software -- school lab(s), all classroom computers, or computers used by designated students/teachers (special education, Title I, etc.).  

---
3. Moderator of review identified as: \_\_\_\_\_.
4. Preview copy of the software was requested: \_\_\_\_\_ (date).
5. Moderator organizes review, ensuring software is installed and materials distributed to reviewers, and completes the appropriate sections of the **Software and Online Subscription Checklist**.
6. The Network Administrator evaluates the hardware requirements of the software or online subscription and adds his/her comments to the **Software and Online Subscription Checklist**.
7. Content area supervisor reviews the accuracy and educational value of the software or online subscription and adds his/her comments to the **Software and Online Subscription Checklist**.
8. Once the reviews are completed, the moderator should send the review packet to the Technology Director, Rodney Hudson. The Instructional Technology Coordinator will review the results and approve or refuse the purchase.
  - **Review packet** should include this form, the Software and Online Subscription Checklist completed by the moderator, a minimum of two Software and Online Subscription Evaluation Forms completed by reviewers, and a **completed/signed Request to Purchase form**.
9. If approved, training will be coordinated with users of the software.
10. The Technology Coordinator will prepare a purchase requisition to order software. Software will be shipped to location indicated on completed Request to Purchase form (#2 above). A technology request form will be filled out requesting the installation of software.

**Charlotte County Public Schools  
Software and Online Subscription Checklist**

|                             |                                |
|-----------------------------|--------------------------------|
| Date:                       | Vendor:                        |
| Title:                      | Vendor Contact:                |
| Producer/Author:            | Vendor web site:               |
| Copyright date and version: | Vendor phone:                  |
| Ordering information:       | Address:                       |
|                             |                                |
| Funding Source              | Fund Manager's Signature _____ |

**Reviewer Information**

| Name | Date | School | Position |
|------|------|--------|----------|
|      |      |        |          |
|      |      |        |          |
|      |      |        |          |

**Technical Information**

| For Moderator Use   | Y/N | For Technician Use           |  |
|---|-----|------------------------------|--|
| <b>Documentation</b>  |     | Platform                     |  |
| Teacher's Guide provided  |     | OS                           |  |
| Technical manual provided   |     | Processing Speed             |  |
| <b>Professional Services and Upgrades</b>   |     | RAM                          |  |
| Preview available   |     | Monitor Resolution           |  |
| Quality staff training in software use  |     | Video Requirements           |  |
| Frequency of upgrades   |     | CD-ROM required              |  |
| Toll free technical support number  |     | Browser Compatibility        |  |
| Email or web-based support  |     | Network Needs:               |  |
| Cost of upgrades  |     |                              |  |
| <b>Preview</b>  |     |                              |  |
| Software has been uninstalled/returned and Central Office notified if PO was issued |     | Technician Comments:         |  |
| Moderator Comments:   |     |                              |  |
| Moderator's Signature _____   |     | Technician's Signature _____ |  |

Does this software make use of student/teacher logins or accounts?

---

**For Content Area Supervisor Use**

|   |
|---|
| Does the software/online subscription appear to be educationally sound and contain accurate information? Do you feel there is a need for this type of software/online subscription? |
|---|

**Charlotte County Public Schools  
Software and Online Subscription Evaluation Form**

Reviewer: \_\_\_\_\_

Moderator: \_\_\_\_\_

Date: \_\_\_\_\_

|   |  |   |
|---|--|---|
| Title of software or online subscription:   |  | URL:  |
| <b>Type of software:</b><br><input type="checkbox"/> CONTENT<br><input type="checkbox"/> STUDENT PRODUCTIVITY | <input type="checkbox"/> SIMULATION<br><input type="checkbox"/> TEACHER PRODUCTIVITY | <input type="checkbox"/> ASSESSMENT<br><input type="checkbox"/> OTHER _____ |
| Virginia Content SOL correlation:   |  |   |
| Target grade level(s):  | Target subject area(s):  |   |
| What are the best attributes of the software?   |  |   |
| Briefly describe how you would use it.  |  |   |

Select the column for the type of software or online subscription that you are reviewing (content/simulation, productivity, assessment, technical) and rate the listed elements using the attached rubric. (Choose one column and rate only the elements listed in that column.)

| Content/Simulation         | Rating | Productivity             | Rating | Assessment               | Rating | Technical                | Rating |
|----------------------------|--------|--------------------------|--------|--------------------------|--------|--------------------------|--------|
| Instructional Content      |        | Curriculum Connection    |        | Curriculum Connection    |        | Technology Effectiveness |        |
| Curriculum Connection      |        | Age/Grade Level          |        | Age/Grade Level          |        |                          |        |
| Teaching/Learning Approach |        | Perspective              |        | Assessment               |        |                          |        |
| Age/Grade Level            |        | Technical Aspects        |        | Perspective              |        |                          |        |
| Assessment                 |        | Flexibility              |        | Technical Aspects        |        |                          |        |
| Perspective                |        | Technology Effectiveness |        | Technology Effectiveness |        |                          |        |
| Technical Aspects          |        |                          |        |                          |        |                          |        |
| Flexibility                |        |                          |        |                          |        |                          |        |
| Technology Effectiveness   |        |                          |        |                          |        |                          |        |
| <b>TOTAL SCORE</b>         |        | <b>TOTAL SCORE</b>       |        | <b>TOTAL SCORE</b>       |        | <b>TOTAL SCORE</b>       |        |

Recommend for Purchase:  Yes  No

Complete this form and return to the moderator.

Rate the software or online subscription on the following items:

| Element                                 | Needs Improvement (Rating: 1)  | Shows Promise (Rating: 2)  | Strength Area (Rating: 3)  |
|---|--|--|--|
| <b>Instructional Content</b>            | Information is not always accurate, complete or current; content focuses on fundamental concepts and rarely engages students in higher level of thinking; students are rarely asked to apply what they learned | Information is accurate and most is complete and current; purpose is identified; content provides some activities which encourage higher levels of thinking; students are often asked to apply what they have learned                            | Information is accurate, complete, and current; supports learning goals; content moves learners beyond the basics and encourages higher levels of thinking; students are engaged in applying what they have learned  |
| <b>Curriculum Connections</b>           | Content is unrelated to the curriculum   | Content is somewhat related to the curriculum; uses few real world examples  | Content is clearly related to the curriculum and can be used to support, enrich, or extend learning; uses real world examples to make the instruction relevant to the learner  |
| <b>Teaching and Learning Approaches</b> | Sometimes requires learners to become actively engaged; learning is mostly passive; provides minimal feedback; rarely motivates the learner to continue learning   | Often requires learners to become actively engaged; some multimedia enhancements are used make learning interactive; provides some feedback throughout the lesson; often motivates the learner to learn and master concepts                      | Usually requires learners to become actively engaged; multimedia enhancements are used make learning interactive; provides appropriate feedback throughout the lesson; motivates the learner to learn and master concepts                                    |
| <b>Age/Grade Level</b>                  | Reading level and presentation is not appropriate for the age level of the target audience; content and difficulty level cannot be customized  | Reading level and presentation is appropriate for the target audience, but some portions may be too easy or too difficult; content and/or difficulty level can be customized   | Reading level and presentation is appropriate for the target audience; teacher and/or student can easily customize both content and difficulty level   |
| <b>Assessment</b>                       | Assessment is unrelated to learning goals and rarely engages learners; teachers must develop their own assessments; teachers are not able to track student progress through the program                        | Assessment is related to learning goals and appropriate enough to engage learners; teachers can assess students' progress through established methods of assessment; teachers have a limited ability to track student progress                   | Assessment methods are challenging, appropriate, and related to learning goals; teachers can easily assess students' progress by evaluating the outcomes provided within the product; teachers can track students' progress throughout the program           |
| <b>Perspective</b>                      | Stereotypical or lacks diversity   | Free of prejudice regarding race, sex, and religion; content includes some culturally diverse features   | Free of prejudice regarding race, sex, and religion; content is diverse and is not slanted to any cultural group   |
| <b>Technical Aspects</b>                | Graphics minimally support learning; multimedia resources work some of the time; layout is difficult to navigate; text is often difficult to read  | Graphics are intended to assist learning; multimedia resources work most of the time; layout is logical in most cases, but sometimes confusing; text is legible  | Graphics are well-designed and enhance learning; multimedia resources integrate seamlessly; layout is clear and intuitive; text is easy to read  |
| <b>Flexibility</b>                      | Users are unable to save; some aspects of the program can be integrated into classroom activities; few lessons can be used in a variety of classroom settings  | Users can save and re-enter the program easily; many aspects of the program software can be integrated into classroom activities; the program includes suggestions for use in whole class instruction, individual, and group learning activities | Users can easily save and re-enter the program at any point; most aspects of the program software can be integrated into classroom activities; the program features activities for use in whole class instruction, individual, and group learning activities |
| <b>Technology Effectiveness</b>         | The program uses technology to present concepts and ideas that are readily available in other formats  | The program adequately uses technology to extend content and offers positive benefits to the instructional process   | The program makes exceptional use of technology to present concepts and ideas so that users can achieve a broader understanding than is possible with a non-digital approach   |



### TECHNOLOGY REQUEST



Technology requests are submitted through Sharepoint as seen below.

Home > CCPS HelpDesk > Support Ticket > New Item

## Support Ticket: New Item

OK Cancel

Attach File | Spelling... \* indicates a required field

|                              |  |
|------------------------------|--|
| <b>Describe Issue *</b>      | <input type="text"/><br>Required: Describe briefly our issue   |
| <b>User Name *</b>           | <input type="text"/>  <br>Required: Enter your user name |
| <b>Issue Details *</b>       | <div style="border: 1px solid gray; height: 50px;"></div> <p><a href="#">Click for help about adding basic HTML formatting.</a><br/>Required: Enter more details about your problem</p>  |
| <b>Enter your location *</b> | Bacon ▼<br>Required: Where are you located?  |
| <b>Select a category *</b>   | E-Mail ▼<br>Required: Select the category that matches your issue  |
| <b>Ticket Open Date</b>      | 9/1/2017<br>Auto Filled: No user input required  |
| <b>Ticket Close Date</b>     | 9/1/2017<br>TECH USE ONLY  |
| <b>Current Status</b>        | Open ▼<br>TECH USE ONLY  |
| <b>Tech Notes</b>            | <div style="border: 1px solid gray; height: 80px;"></div> <p><a href="#">Click for help about adding basic HTML formatting.</a><br/>TECH USE ONLY</p>  |
| <b>Resolution Notes</b>      | <div style="border: 1px solid gray; height: 80px;"></div> <p><a href="#">Click for help about adding basic HTML formatting.</a><br/>TECH USE ONLY</p>  |

OK Cancel

# Charlotte County Public Schools

## Individual Technology Competency Record

Type or print in ink.

Name: \_\_\_\_\_ Social Security No.: \_\_\_\_\_  
Last, First, Middle

Home Address: \_\_\_\_\_  
\_\_\_\_\_

### TECHNOLOGY STANDARDS FOR INSTRUCTIONAL PERSONNEL

1. Demonstrate effective use of a computer system and utilize computer software.
2. Apply knowledge of terms associated with educational computing and technology.
3. Apply computer productivity tools for professional use.
4. Use electronic technologies to access and exchange information.
5. Identify, locate, evaluate, and use appropriate instructional hardware and software to support the Virginia Standards of Learning and other instructional objectives.
6. Use educational technologies for data collection, information management, problem solving, decision-making, communication, and presentation within the curriculum.
7. Plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
8. Demonstrate knowledge of ethical and legal issues relating to the use of technology.

### Indicate how the standards were demonstrated or met.

Standards were demonstrated through application-based tests, which provided realistic assessment of software skills. Lesson plans were submitted to Principals demonstrating effective use of appropriate technological resources in the classroom. Teachers were required to attend workshops relating to copyright and ethical use of technology.

### Validation of Technology Competency

\_\_\_\_\_  
License Holder's Signature                      Date

\_\_\_\_\_  
Principal's Signature                                      Date

## Charlotte County Web Site Evaluation Form

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

URL (Uniform Resource Locator or the address of the web site)

Http:// \_\_\_\_\_

Title of Web Site: \_\_\_\_\_

Site author/organization: \_\_\_\_\_

Subject of the site: \_\_\_\_\_

Target audience (Student/Teacher/Parent/General): \_\_\_\_\_

### Evaluation Checklist

Please check indicating that the site meets the following criteria:

- Appropriate content
- Authoritative source
- Quality information
- Current information
- Free of bias or stereotypes
- General appearance
- Ease of site navigation
- Webmaster contact address available
- All primary links are appropriate

CHARLOTTE COUNTY SCHOOL BOARD  
TECHNOLOGY TRAINING  
COURSE EVALUATION FORM

Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

Dates: \_\_\_\_\_

Please evaluate the following on a scale from 1-5:  
1=Very Poor, 2=Poor, 3=Good, 4=Very Good, 5=Excellent

- |  |           |
|--|-----------|
| 1. The class met my expectations.                            | 1 2 3 4 5 |
| 2. Class content was logically organized.                    | 1 2 3 4 5 |
| 3. The instructor's presentation was clear & understandable. | 1 2 3 4 5 |
| 4. The instructor encouraged questions.                      | 1 2 3 4 5 |
| 5. The instructor was knowledgeable of content.              | 1 2 3 4 5 |
| 6. The amount of instructional time met my needs.            | 1 2 3 4 5 |
| 7. Additional classes I would like to take include:          |           |
| 8. Comments:   |           |

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## **2015-2017 Addendum TECHNOLOGY PLAN FOR CHARLOTTE COUNTY PUBLIC SCHOOLS**

### **IV. Process**

#### D. Conclusions from Needs Assessment

Charlotte County Public Schools has conducted many needs assessments associated with the revision of this Technology Plan.

The following list has been identified as the most important technology needs for Charlotte County Public Schools.

- More training and staff development is needed with effective approaches for technology integration to improve student achievement.
- Current Technology support staff should be maintained in order to effectively complete maintenance and repair of computer systems.
- Since the number of wireless devices used with online curriculum, testing, and assessment being used throughout the county has increased, we need increased bandwidth on our wireless network throughout the school division.
- The number of networked and Internet ready computers need to be increased for a division-wide 2:1 student computer ratio at each school.
- The process of file sharing needs to be more efficient and less cumbersome. The county will continue to implement technology enhanced processes for sharing and collecting data.
- Increase accessibility to devices throughout each classroom in the district.
- An additional ITRT is needed to meet the needs of the students and staff.
  
- Electronic Forms need to be implemented into the daily work within the county to increase efficiency.
- Transition CCPS policy manual to a consolidated format supporting ADA compliance
- Email accounts need to be migrated to an Office 365 hosted exchange.
- Increase District Wide internet bandwidth to 400mbps.
- Increase core network switching to 10Gig per second backbone.
- Implement backup AC power support to handle extended power outages.
- Implement high resolution digital video cameras in and around Randolph-Henry High School and Central Middle School
- Implement IP based intercom system with digital clocks at Randolph-Henry High School

## **2015-2017 Addendum TECHNOLOGY PLAN FOR CHARLOTTE COUNTY PUBLIC SCHOOLS**

### **V. Actions**

#### A. State goals and objectives with local strategies and measures.

- There are over 2,300 networked devices in the school division.
- A networked computer is in every classroom and office.
- Migrate to VMWare virtual server to host 25 Windows servers.
- The student to computer ratio ranges from 2:1 to 1:1
- The high school has five wireless laptop carts available for checkout and two resource labs. Four additional labs are utilized for classroom instruction: three business labs, and one graphics design/ journalism lab. There are four iPad carts: two for Gear Up and two for CTE. The high school library has 30 desktops and 12 laptops for student use as well. The middle school has three resource labs, a multi-purpose lab for keyboarding and other classroom instruction, and three wireless mobile laptop carts available for checkout. The middle school library has 16 desktops and 15 laptops available for student use as well. Two of the elementary schools each have one resource lab and each have a cart in addition to the 1:1 ratio for iPads. The other elementary school has 75 computers in a lab, four laptop carts, and 90 iPads. Workstations at all schools are either networked or wireless and Internet ready.
- There are currently ActivBoards or Interactive Projectors in every classroom in the county.
- Student progress is monitored with various Integrated Learning Systems at all schools and evaluated to see the needs for improvement such as PowerAssessment.
- Workstations in each library are networked and Internet ready with access to online databases for reference and student terminals dedicated to card catalog access.
- There is a 100Mb Fiber (WAN) connection to all elementary schools.
- The middle and high school have a fiber optic connection.
- The School Board office has a fiber connection.
- All network connections are fully switched with at least 100mb per second.
- All computer labs are connected with a fully switched 1GB per second or higher transmission speed.
- Filtering software is in place throughout the district.
- A number of multimedia technologies including Smart Boards, Promethean ActivBoards, Quizdom, Pod Casting, Document Cameras, and other projection devices are available at all schools for classroom instruction.
- Student Response Systems such as ActivExpressions, ActivVotes, and ActivSlates are available for checkout by teachers at each of the five schools.
- The PowerSchool student information system is fully operational in all schools for managing and recording student information.
- PowerTeacher Pro is fully operational in all schools for attendance tracking.
- PowerTeacher Pro is in place at all elementary schools, and the middle, and high School for an electronic grade book and student evaluation.

- PowerSchool Portal for parents and students is available for use.
- Each school has an individual website, plus some administrators and teachers maintain a SharePoint site. These sites are filled with information and resources for teachers, students, and parents to use at school and at home.
- An up-to-date website with resources available to employees, students, parents, and community is maintained.
- Training opportunities are offered for employees throughout the year.
- Office 365 accounts and Google Education accounts are available for all students, teachers, administrators, and support staff.
- An administrative network is in place, which manages individual authentication, tracking, and availability of files throughout the local area network (LAN).
- Email accounts with virus protection and spam filtering are provided for all full-time staff and high school students.
- Online SOL testing is in place at the high school, middle school, and elementary schools.
- All schools have maintained certification by the state to administer online SOL tests.
- New programs currently being used include: PowerTeacher Pro, PowerAssessment, Dreambox, Clever, and Achieve 3000.
- The district is submitting lesson plans digitally into shared folders which allow easy access from the Superintendent and Administrators. It also promotes easy file sharing between teachers to make collaboration easier.
- Implemented Key Fob entry door/copier access at Randolph-Henry High School and Central Middle School
- Implemented BYOD account to allow access to wifi using personal devices.
- Implemented lesson plan sharing district wide with OneDrive.

***2015-2017 Addendum  
TECHNOLOGY PLAN FOR  
CHARLOTTE COUNTY PUBLIC SCHOOLS***

**V. Actions**

B. Any additional local goals, objectives, strategies, and measures tied to division mission, vision, etc.



## 2015-2017 Addendum TECHNOLOGY PLAN FOR CHARLOTTE COUNTY PUBLIC SCHOOLS

### VI. Appendix 1

Timetable and budget for goals, objectives, strategies, and measures.

| <i>Goal</i>  | <i>Objective</i>   | <i>Strategy</i>   | <i>Evaluation</i>   | <i>Duration</i>                             | <i>Budget</i> |
|--|--|---|---|---|---------------|
| Goal 1<br>Provide a safe, flexible, and effective learning environment for all students. | 1.1<br>Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments. | 1.1.1<br>Expand course offerings for students through Virtual Virginia.   | -Research and expand courses that will best meet the needs of CCPS students.  | Ongoing                                     |               |
|  |  | 1.1.2<br>Enhance Virtual Virginia courses to promote greater flexibility and engagement for learners.           |   | Ongoing                                     |               |
|  |  | 1.1.3<br>Provide district-wide access to web-based content, tools, and collaborative spaces.                    | -Classrooms have access to a variety of technology/learning tools.<br>-Continue to Office 365 for collaboration opportunities in classrooms and with administrators | Ongoing                                     |               |
|  |  | 1.1.4<br>Leverage higher education partnerships to assist schools in instructional design and media production. | -Through a partnership with SVCC, technology classes are offered on our campuses to the community and teachers with college credits.                                | Ongoing                                     |               |
|  |  | 1.1.5<br>Model and instruct safe, secure, and ethical use of technology   | -Offer training with recertification points for teachers<br>-Share best practices   | Ongoing                                     |               |
|  |  | 1.1.6<br>Update hardware and software to keep up with current technology  | Windows 10 and Office 365   | 2016  |               |
|  |  | 1.1.7<br>Support, maintain, and train staff in use of software programs.  | Completed in various forms from school level to individual basis depending on needs   | Ongoing                                     |               |
|  |  | 1.2<br>Provide the technical and human  | 1.2.1<br>Provide resources and support for one instructional  | -Hire one instructional technology teacher; | Ongoing       |

|  |   |  |   |           |  |
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|  | infrastructure necessary to support real, blended, and virtual learning environments. | technology teacher per 1,000 students to assist teachers in integrating technology into teaching and learning.   | -Adapt mentoring programs to include technology integration strategies.<br><del>-Maintain ten instructional technology teachers located at each school that assist with technology integration.</del>   |           |  |
|  |   | 1.2.2<br>Provide resources and support for one technical support position per 1,000 students to ensure that technology and infrastructure is operational, secure, and properly maintained. | -Maintain two technical support positions that provide maintenance and support; one working with upper schools and one with lower.  | Ongoing   |  |
|  |   | 1.2.3<br>Facilitate the implementation of fiber and 100 Mbps to 1 Gbps Ethernet to every school.   | -The School Board Office has a fiber connection linked to the middle school at 100 mbps.<br>-Our high school and middle school campuses are connected using fiber with a gigabit connection.<br>-Each elementary school is connected through a wide area network (WAN) using 100Mb fiber.<br>-Each classroom and administrative area has a minimum of 100Mb data drop.<br>-Distance learning and video conferencing are available for communication and instructional needs at the high school.<br>-Stay abreast of current developing technologies and improve and expand as deemed necessary. |           |  |
|  |   | 1.2.4<br>Facilitate the implementation of wireless access to the Internet in every school.   | -Expand wireless network availability throughout the elementary schools and increase broadband connection.  | 2010-2015 |  |
|  |   | 1.2.5<br>Provide professional development opportunities to assist teachers with the new implementation of technology   | -Given during staff development days, planning periods, or faculty meeting  | Ongoing   |  |
|  |   | 1.2.6<br>Investigate improving bandwidth and network security  | -Added security cameras and keyless entry at all schools to increase security   | 2017      |  |
|  |   | 1.2.6<br>Replace obsolete computers using rotational schedule  |   |           |  |

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|  |  | 1.2.7<br>Meet standards for online testing required by DOE   |   |         |  |
|  |  | 1.2.8 Require that all electronic and information technologies are accessible to people with disabilities based on Section 508 of the federal Rehabilitation Act.  |   |         |  |
|  | 1.3<br>Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.     | 1.3.1<br>Identify, develop, disseminate, and maintain resources to support the effective use of technology in all curricula by teachers at all levels of integration expertise.  | -Training workshops to demonstrate technology integration skills are ongoing.<br>-In-services are provided for professional development of new and emerging technologies at all levels.<br>-Offer beginning, intermediate, and advanced levels of training opportunities.   | Ongoing |  |
|  |  | 1.3.2<br>Leverage public/private/nonprofit partnerships to provide professional development focused on technology integration strategies and the development of teachers' and administrators' 21 <sup>st</sup> century skills. | -Continue to take advantage of technology grants for sources of funding.<br>-Continue to utilize technology funding to maintain and replace software/hardware and connectivity infrastructures.<br>-Submit E-Rate proposals to take advantage of funding.<br>-Develop a system to organize and retrieve data necessary for grant funding. | Ongoing |  |
|  |  | 1.3.3<br>Support pilot projects to help educators better understand the impact of new and emerging technologies on the learning environment and develop strategies to integrate them effectively into schools.                 | -Technology staff stays informed of emerging technology trends through publications and by attending consortia meetings.  | Ongoing |  |
|  |  | 1.3.4<br>Seek input from faculty and staff regarding needs for professional development as a district and/or individual school   | -Administrators are asked informally throughout the year or solicit training when needs arise.  | Ongoing |  |
| Goal 2<br>Engage students in meaningful curricular content through the purposeful and effective use of technology. | 2.1<br>Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, | 2.1.1<br>Facilitate the development or use and delivery of innovative professional development that promotes collaboration.  | -Implement division-wide technology mini-conference day where all personnel attend sessions on best practices and new and emerging technologies.<br>-Incorporate WebEx conferencing technologies to reach more teachers in a time effective manner.   | Ongoing |  |

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|  | content experts, and students.   |   | -Coordinate webinars to train staff when implementing new programs and throughout initial use.   |         |  |
|  |  | 2.1.2<br>Facilitate the development and delivery of professional development opportunities that focus on effective technology use in specific core curricular areas.  | -Measure effectiveness and future needs with surveys   |         |  |
|  | 2.2<br>Actualize the ability of technology in individualize learning and provide equitable opportunities for all learners.   | 2.2.1<br>Provide reasonable access to Internet-connected devices that offer students the flexibility to learn anytime, anywhere.  | -Research Internet-connected devices.<br>-Apply for grants to obtain these devices.  | Ongoing |  |
|  |  | 2.2.2<br>Promote differentiated instructional strategies using technology   |  |         |  |
|  | 2.3<br>Facilitate the implementation of high-quality Internet safety programs in schools.  | 2.3.1<br>Identify and disseminate best practices and resources to promote the integration of Internet safety and security throughout the curricula.   | -Establish Internet safety curriculum planning committee.<br>-Create a curriculum framework for Internet safety integration, aligned with Computer/Technology standards as an online resource. |         |  |
|  |  | 2.3.2<br>Monitor the implementation of Internet safety policies and programs and provide technical assistance and support to ensure that schools have effective programs and policies.                                      | -Incorporate Internet safety policies and programs into the curriculum.<br>-Provide teachers will resources to effectively teach Internet safety along with current objectives.                | Ongoing |  |
|  |  | 2.3.3<br>Adhere and implement the current Internet Safety policy and Acceptable Use Policy  |  | Ongoing |  |
| Goal 3<br>Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings. | 3.1<br>Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem-solve, communicate, collaborate, and use | 3.1.1<br>Identify and disseminate information and resources that help schools provide ongoing, personalized, and just-in-time professional development for teachers implementing technological and pedagogical innovations. |  |         |  |

|  |   |  |   |  |  |
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|  | real-world skills by applying technology purposefully.                      |  |   |  |  |
|  |   | 3.1.2<br>Enhance curricula using Internet resources and software that encourage creativity, collaboration, and problem solving.  | -Enhance our current curriculum framework to include Internet resources aligned with Computer/Technology standards.   |  |  |
|  |   | 3.1.3<br>Promote the safe and responsible use of social media.   | -Provide Internet resources for teachers to successfully implement into curriculum.   |  |  |
|  |   | 3.1.4<br>Provide opportunities for students to participate in global communication and collaboration.  | -Video conferencing is available for use at all schools.  |  |  |
|  |   | 3.1.5<br>Identify and disseminate resources to help school boards and administrators develop and evaluate technology policies that effectively balance the need for instructional innovation with safety and security. | -Monitor technologies used in classroom instruction.<br>-Monitor administration modeling the use of online tools to conduct school business<br>-Classroom observations and curriculum walk-throughs |  |  |
|  | 3.2<br>Ensure that students, teachers, and administrators are ICT literate. | 3.2.1<br>Identify and disseminate information and resources to ensure that schools can effectively assess and report ICT literacy.   | -Development an implementation of computer/technology skills at all grade levels.<br>-Training for teachers in the use of curriculum integration of advanced technologies.                          |  |  |
|  |   | 3.2.2<br>Monitor the assessment of ICT literacy in schools and provide technical assistance and support to schools as needed.  | -Assess whether students have attained a level of information skills to be better prepared for tomorrow's workforce.<br>-Provide integration assistance to schools and teachers.                    |  |  |
|  |   | 3.2.3<br>Provide and support high-quality professional development focused on the acquisition and application of ICT skills for teaching, learning, and school management.   | -Provide quality instructional software and video resources for all grade levels and subjects.<br>-Provide access to technology-based solutions for advancement of ICT skills.                      |  |  |
|  |   | 3.2.4<br>Provide opportunities for teachers and students to learn to deconstruct and construct media messages.   |   |  |  |
|  | 3.3   | 3.3.1  | -Use PowerAssessment SGAs to track student growth.  |  |  |

|   |   |  |   |           |  |
|---|---|--|---|-----------|--|
|   | Implement technology-based formative assessments that produce further growth in content knowledge and skills development.                               | Identify and disseminate information about technology tools and systems to help schools implement cognitively-based assessments.   |   |           |  |
|   |   | 3.3.2<br>Design and implement pilot projects to explore technology-based assessment models that tightly integrate curricula, instruction, and assessment.                        |   |           |  |
| Goal 4<br>Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings. | 4.1<br>Provide resources and support to ensure that every student has access to a personal computing device.  | 4.1.1<br>Provide tools that extend students' capabilities, can be customized to meet individual needs and preferences, and support learning.                                     | -Review the effectiveness of handheld tools used in instruction through observation and feedback<br>-Attend conference and workshops demonstrating effective use of emerging technologies   |           |  |
|   |   | 4.1.2<br>Provide opportunities for students to learn and apply ICT skills in local and community settings using a variety of authentic tools.                                    |   |           |  |
|   | 4.2<br>Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools. | 4.2.1<br>Provide and support high-quality professional development to assist educators in evaluating and integrating technology tools in ways that foster effective student use. | -ITRT, library media specialists, lab managers, and technology staff  |           |  |
|   |   | 4.2.2<br>Provide ongoing just-in-time support to assist teachers in effectively integrating a variety of technology-based tools into teaching and learning.                      | -Technology personnel receive technology requests and determine assistance that is needed through Systems Management located on each computer.<br>-Incorporate WebEx into providing personnel with meaningful training opportunities. | 2010-2015 |  |
|   |   | 4.2.3<br>Provide timely and effective technical support to ensure that all tools and the network   | -Technology personnel receive technology requests and determine assistance that is needed through Systems   | 2010-2015 |  |

|   |   |   |  |         |  |
|---|---|---|--|---------|--|
|   |   | that supports them are installed and maintained properly.   | Management located on each computer.<br>-At least one additional full-time technician is needed to efficiently maintain our technology infrastructure.<br>-Incorporate WebEx into technical support for personnel. |         |  |
|   | 4.3<br>Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas. | 4.3.1<br>Identify and disseminate information about new and emerging technologies.  |  | Ongoing |  |
|   |   | 4.3.2<br>Design and implement pilot projects to evaluate a variety of personal computing devices.   |  | Ongoing |  |
|   |   | 4.3.3: Provide best practices in the use of bring your own device models  | Implement BYOD access account to enhance the use of personal devices at the high school level in classrooms.   | 2016    |  |
| Goal 5<br>Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning. | 5.1<br>Use data to inform and adjust technical, pedagogical, and financial support.   | 5.1.1<br>Model the use of data to inform strategic plans and purchases.   |  | Ongoing |  |
|   |   | 5.1.2<br>Conduct an annual survey and provide local education agencies with an annual statewide technology status report.                         | -Continue to identify electronic resources for a complete technology integration assessment.   | Ongoing |  |
|   | 5.2<br>Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.  | 5.2.1<br>Provide training and support to help interpret data and assist teachers in using technology effectively to address data-supported needs. | -Continue to attend conferences or vendor demonstrations to stay abreast of technologies.  | Ongoing |  |
|   |   | 5.2.2<br>Identify and disseminate resources to assist ITRT in training teachers to disaggregate, interpret, and                                   |  |         |  |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  |   | use data for instructional improvement.  |  |  |  |
|  | 5.3<br>Promote the use of technology to inform the design and implementation of next-generation standardized assessments. | 5.3.1<br>Design and implement pilot projects that support technology-based assessments, including simulations and game environments, innovative delivery platforms, and multiple ways for students to demonstrate understanding. |  |  |  |



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**2015-2017 Addendum  
TECHNOLOGY PLAN FOR  
CHARLOTTE COUNTY PUBLIC SCHOOLS**

**VII. Appendix 2**

Division AUP

Dear Parent or Guardian:

Charlotte County Public Schools would like to offer your child access to our electronic communications system. Your child will be able to communicate with other schools, colleges, organizations, and individuals around the world, through the Internet and other electronic information systems.

Part of the division's responsibility in preparing students for the 21st century is to provide them access to the tools they will be using as adults. The global information network will likely be one of those tools. Through the division's electronic information system, your child will have access to hundreds of databases, libraries, and computer services from all over the world. We accept the responsibility for teaching your child about his/her role as a "network citizen" and the code of ethics involved with this new "global community".

As educators, one of our greatest priorities is to protect the students. In terms of online safety and the ever-changing nature of the Internet, our instructors will stay well informed of the latest computer threats and continue to integrate Internet safety into the curriculum throughout the school year.

Student responsibility comes with this educational opportunity. It is important that you and your child read the enclosed division policy, guidelines and agreement form and discuss these requirements together. Please note that the Internet is an association of diverse communication and information networks. It is possible that your child may come across material of adult content, some of which you might find objectionable. (The division takes a no tolerance approach to accessing such material and will hold students responsible for their actions.)

Precautions will be taken to prevent unauthorized access, but it is not possible to prevent such access completely. Attached to this letter are the following documents:

- The division's Internet Policy and Acceptable Use regulations
- An agreement for your child to read and sign stating his/her agreement to follow division policies regarding the Internet. This agreement requires your signature and will be kept on file at the school in your child's permanent folder, to remain in effect until otherwise stated.

Please review these materials carefully with your child before signing the required agreement form.

Sincerely,  
*Nancy Leonard*  
*Division Superintendent*

## ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account, may be monitored or read by school officials.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system.

The procedures shall include:

- (1) a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the Internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to
  - (a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
  - (b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
  - (c) material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the Division's computers by minors;
- (4) provisions establishing that the online activities of minors will be monitored;
- (5) provisions designed to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;
- (7) provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- (8) a component of Internet safety for students that is integrated in the division's instructional program.

Use of the School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The Division's computer system is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division's computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The Division Superintendent shall submit to the Virginia Department of Education this policy and accompanying regulation biennially.

Adopted: August 11, 2009

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## ACCEPTABLE COMPUTER SYSTEM USE

All use of the Charlotte County School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and any other internal or external network.

### Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
2. **Privilege.** The use of the Division's computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
  - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
  - sending, receiving, viewing or downloading illegal material via the computer system.
  - unauthorized downloading of software.
  - using the computer system for private financial or commercial purposes.
  - wastefully using resources, such as file space.
  - gaining unauthorized access to resources or entities.
  - posting material created by another without his or her consent.
  - submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
  - using the computer system while access privileges are suspended or revoked.
  - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
  - intimidating, harassing, or coercing others.
  - threatening illegal or immoral acts.
4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
  - be polite.
  - users shall not forge, intercept or interfere with electronic mail messages.
  - use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
  - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.

- users shall respect the computer system's resource limits.
- users shall not post chain letters or download large files.
- users shall not use the computer system to disrupt others.
- users shall not modify or delete data owned by others.

5. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs, or damages incurred by the School Board relating to or arising out of any violation of these procedures.

6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.

7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.

8. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges.

9. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

10. **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually.

**Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

Adopted: August 11, 2009

Legal Refs: 18 U.S.C. §§ 1460, 2256. 47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.

Guidelines and Resources for Internet Safety in Schools, Virginia Department of Education (Second Edition October 2007)

Cross Refs: GCPD Professional Staff Members: Contract Status and Discipline

GDPD Support Staff Members: Contract Status and Discipline

JFC Student Conduct and JFC-R Standards of Student Conduct © 5/

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each employee must sign this Agreement as a condition for using the School Division’s computer system. Each student and his or her parent/guardian must sign this Agreement before being permitted to use the School Division’s computer system. Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy IIBEA/GAB and Regulation IIBEA-R/GAB-R, Acceptable Computer System Use. If you have any questions about this policy or regulation, contact your supervisor or your student’s principal.

I understand and agree to abide by the School Division’s Acceptable Computer System Use Policy and Regulation. I understand that the School Division may access and monitor my use of the computer system, including my use of the internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student/Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

I have read this Agreement and Policy IIBEA/GAB and Regulation IIBEA-R/GAB-R. I understand that access to the computer system is intended for educational purposes and the Charlotte County School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy and regulation with my student.

I grant permission for my student to use the computer system in accordance with Charlotte County school division’s policies and regulations and for the School Division to issue an account for my student.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_  
(Please Print)

## VIII. Appendix 3

### Summary of Internet safety program.

Charlotte County Schools provides Internet access to employees and students with the intent that it be used to advance educational and personal goals consistent with the mission of the school division and its policies. Recognizing that the potential exists for both productive and destructive use, our mission is to proactively educate employees, students, and community stakeholders, enabling them to make informed choices relative to their use of the Internet at all times.

In January of 2017, an Internet Safety Awareness night was offered for all community stakeholders including parents, School Board Members, teachers, and citizens. This event provided attendees with resources to protect children from hazards within the digital environments. Topics included cyberbullying, online predators, legal ramifications linked to children's actions through digital devices. In addition, resources and solutions to better protect children while navigating the internet and using digital devices were presented. The county established a new webpage including the material presented to increase access by persons who were unable to attend the meeting. Since the Internet has brought information and hazards within reach using just a click or touch, CCPS is devoted to seeking new ways to educate our entire community on the dangers and risks that exist alongside all the benefits of online resources. With the vast wealth of information so easily available on the Internet, and at the speed at which it can be acquired, the safety and privacy of those accessing it are our priority.

Additional training is being planned for teachers. Throughout the upcoming year, high school and middle school students and teachers will be required to attend training sessions including members of the community to receive education on using digital devices safely and how unacceptable actions are impacted by the law. The training will also educate the students on actions to take when problems occur during use of digital devices.

The county will investigate curriculum to integrate into the K-12 classrooms for internet safety instruction on a more frequent basis. Currently, teachers integrate lessons on safety, security, and ethics into the SOL based curriculum while using devices in their classrooms to incorporating technology.